DOCUMENT RESUME

ED 374 718 HE 027 724

AUTHOR Jackman, Diane H.; Swan, Michael K.
TITLE Establishing a Teaching Support Center at a Land Grant University.
INSTITUTION North Dakota State Univ., Fargo.
PUB DATE Jun 94
NOTE 25p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Advising; *Classroom Techniques; College Faculty; *College Instruction; Cultural Pluralism; Educational Resources; Ethics; *Faculty Development; Higher Education; Land Grant Universities; Needs Assessment; *Program Development; State Colleges; Student Centered Curriculum; Teacher Student Relationship; Teaching Assistants; *Teaching Methods; Writing Across the Curriculum
IDENTIFIERS *University of North Dakota

ABSTRACT

The Teaching Support Center (TSC) at the University of North Dakota was established in 1992 to provide faculty and graduate assistants with a wide range of pedagogical, professional, and technological assistance in order to improve the quality of instruction. A 3-year plan was developed to implement 13 goals, which are: (1) determining the needs of faculty; (2) collecting resource materials and documenting their use; (3) publicizing faculty development; (4) providing opportunities for training in issues of faculty development; (5) promoting the writing intensive component of the university curriculum; (6) developing culturally diverse teaching activities; (7) facilitating the use of student and peer assessment of faculty; (8) promoting student-centered learning; (9) improving specific methods in teaching, such as test construction and grading; (10) improving faculty-student interaction and advising; (11) improving classroom management; (12) promoting high standards of faculty ethics; and (13) developing a data base for faculty involvement in faculty development activities. Specific activities to implement each of the goals are outlined, and a summary of activities undertaken by and in cooperation with the TSC is provided. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 718

Teaching Support Center

NDSU

Establishing A Teaching Support Center at a Land Grant University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Diane H. Jackman
Michael K. Swan
North Dakota State Univ
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

North Dakota State University
Fargo, North Dakota

NE027 724

BEST COPY AVAILABLE

Published by Central Duplicating
North Dakota State University
June 1994, Volume 1

This publication and any part of it may not be reproduced without the permission of the Teaching Support Center, 177 Home Economics Building, North Dakota State University, Fargo, ND 58105; ph. 701/237-7206, fax 701/237-7416; Internet: nutsc@plains.nodak.edu.

BEST COPY AVAILABLE

ESTABLISHING A TEACHING SUPPORT CENTER AT A LAND GRANT UNIVERSITY

Dr. Diane H. Jackman and Dr. Michael K. Swan
Co-Directors

Teaching Support Center
177 Home Economics Building
North Dakota State University
Fargo, North Dakota 58105

Telephone: 701/237-7206
Fax: 701/237-7416
Internet: nutsc@plains.nodak.edu

June 1994

ACKNOWLEDGMENTS

Many individuals have contributed to the realization of the Teaching Support Center at North Dakota State University. Tremendous support for the project has been received from administrators as well as faculty from across campus. Ideas for programs and the organizational process have been generated via surveys, evaluations, and focus group discussions involving a number of people who continue to provide the on-going feedback necessary for a successful project.

Faculty development activities sponsored by the Center have been most often facilitated by NDSU faculty who have particular talents, interests, and expertise that they have been willing to share with colleagues. We are extremely grateful for their help and want to acknowledge the time and effort they have given to the project.

Funding for the Teaching Support Center has been provided by The Bush Foundation. Without their financial support, the project could not develop at the rate that it has experienced. Additional contributions to the Center have been directed to acquisitions for the resource library from the university's Faculty Development Institute and the Office of Assessment and Institutional Research. Again, this type of assistance is very encouraging and gratefully appreciated.

Special thanks is given to the office of Vice President of Academic Affairs for NDSU. From initial conceptualization of this project, they have been a solid advocate and driving influence for our work.

Project Directors:

Diane H. Jackman, Ph.D.
Assistant Professor, School of Education
155 Home Economics Building
North Dakota State University
Fargo, North Dakota 58105

Telephone: (701) 237-7102
Fax: (701) 237-7416
Internet: jackman@plains.nodak.edu

Michael K. Swan, Ph.D.
Assistant Professor, School of Education
155 Home Economics Building
North Dakota State University
Fargo, North Dakota 58105

Telephone: (701) 237-7439
Fax: (701) 237-7416
Internet: swan@plains.nodak.edu

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
EXECUTIVE SUMMARY	iv
HISTORY	1
ORGANIZATION	3
TIMELINE—IMPLEMENTATION	11
SUMMARY OF ACTIVITIES	14
CONCLUDING REMARKS	17

EXECUTIVE SUMMARY

The Teaching Support Center at North Dakota State University was established to provide faculty and graduate assistants with a wide range of pedagogical, professional, and technological assistance in order to improve the quality of instruction. The critical outcome of this goal is the ultimate improvement of student learning.

Workshops and resource materials for faculty and graduate teaching assistants focus on up-to-date methods of instruction rather than content and include topics such as student learning styles, facilitating classroom discussions, ethical evaluation procedures, and effective examination design. Training sessions and small group discussions encourage the sharing of current information across disciplines with other professional teaching colleagues and lends opportunities to develop a system of peer evaluation of teaching.

The Teaching Support Center is directed by faculty for faculty. Funding for this project has been provided by The Bush Foundation as well as from North Dakota State University.

HISTORY

Faculty development has been a longtime priority at North Dakota State University (NDSU). For many years it included activities such as developmental leaves, funds for faculty travel to professional meetings, and periodic campus presentations by nationally known educators. These individual endeavors for professional betterment were successful in assisting a few faculty; however, they have been challenged of late by the expectations of business and industry for new employees.

Preparing students for successful employment in today's job market requires learning that goes beyond acquisition of course concepts. New employees in business and industry now need additional skills in critical thinking, teamwork, and interpersonal communication with diverse groups. Meeting this educational challenge has prompted educators to organize a more concentrated effort for their own professional development in the area of educational pedagogy.

In 1989, NDSU submitted a planning grant proposal in connection with The Bush Foundation's second regional faculty development program. In March of 1990, the University received a grant to facilitate the design and development of a multi-year program for improving student learning through faculty development. This grant allowed for partial salary support to one individual responsible for coordinating the planning effort. It enabled members of the planning committee to visit several institutions of higher education with faculty development activities comparable to NDSU's. Finally, it allowed the committee to seek expert consultative help, particularly in the area of broadening and enhancing general education at NDSU.

The result of this process was a plan uniquely well-suited to meet NDSU's needs as it enters its second 100 years. The plan was comprised of several distinct programs incorporating three common features. First, all center around the improvement of student learning. Second, all enlist the interest and activity of faculty across all colleges on campus. Third, faculty development is an outcome of these various activities for improving student learning, rather than a primary, direct goal.

The significant program of this multi-year plan of improving student learning through faculty development was the establishment of the Teaching Support Center (TSC). The goal of this unit was, and is, to provide a wide range of pedagogical, professional, and technological assistance to the faculty and graduate teaching assistants at NDSU in order to improve the quality of instruction and, therefore, learning.

The Teaching Support Center represented a tremendously ambitious enterprise for improved student learning through faculty development.

Institutionalizing a program like this required several years and a great deal of participation and cooperation of faculty from the entire campus. It should be noted that, because of the magnitude and developmental nature of the tasks involved, the components of the Teaching Support Center plan have been initiated at different times. Consequently, during each year of the program's existence there has been an expansion of the overall level of activity as components are added and expanded.

ORGANIZATION

In March 1992, a request for a director of the new Teaching Support Center was posted. Because of the emphasis on Total Quality Improvement at North Dakota State University, a proposal for a tri-directorate was submitted by two faculty and one administrator from the School of Education. In May, this configuration was accepted and approved.

In June 1992, two faculty coordinators and the associate vice-president for academic affairs attended a Bush Foundation Summer Institute held on the St. Olaf Campus in Northfield, Minnesota. This institute facilitated the North Dakota State University team in developing a three-year plan for the new Teaching Support Center. The plan that was developed contained 13 objectives which are stated as follows:

Objectives

1. To determine the needs and intensity of needs of faculty members in the area of teaching support.

2. To collect resource materials and to document the use of the materials by faculty.

3. To communicate to the university information about the faculty development program.

4. To provide opportunities for training in issues of faculty development.

5. To assist in the promotion of the WIC (Writing Intensive Component) portion of classroom instruction.

6. To assist in the development and integration of culturally diverse teaching activities.

7. To develop an understanding in faculty of the use of student and peer appraisal/assessment techniques for the improvement of instruction.

8. To generate an awareness of the role of the student in instruction in order to help faculty develop strategies that increase their use of student-centered learning.

9. To help faculty improve specific methods in teaching, e.g., test construction, modeling, grading, lecturing, syllabi development, and others.

10. To help faculty more effectively interact with students in a variety of settings, especially advising.

11. To help faculty improve abilities in classroom management, including ethics, cheating, plagiarism, and other dimensions of classroom management.

12. To promote in faculty high standards of professional ethics.

13. To develop a data base for faculty involvement in faculty development activities.

Each of these objectives was further defined by specifying tasks to be accomplished. Evaluation and assessment measures were then identified.

Evaluation is an examination of the effectiveness of program or project activities and management. It involves the use of social science research methodologies to judge and improve the planning, monitoring, effectiveness and efficiency of programs. Assessment refers to a process of questioning focused on student learning and development and effectiveness of educational systems (instruction, curriculum, campus climate). It involves the use of procedures (interviews, portfolios, educational testing instruments) to determine the outcomes of students' educational experiences.

Following is a listing of each objective with its designated tasks. The plan for evaluation and assessment is also included for each objective.

Objectives, Tasks, Evaluation, and Assessment
of the Teaching Support Center (TSC)

Objective 1. To determine needs and intensity of needs of faculty members in the area of teaching support.

Tasks

a. Develop an interview instrument, select a random sample of faculty for telephone interviews on faculty development needs.

b. Conduct a series of focus groups of small numbers of faculty.

c. Use existing communication vehicles to solicit input on faculty development needs.

Evaluation and Assessment
Successful completion of this objective will be noted in the thoroughness of the needs assessment, the degree of faculty response, and the useful of the data collected.

Objective 2. To collect resource materials and to document the use of the materials by faculty.

Tasks
a. Using available resources, TSC staff will seek out and purchase resource material and make these materials available to the faculty on a check-out basis.

b. TSC staff will provide bibliographic resources to faculty members on topics of interest.

c. TSC staff will inventory available equipment and maintain "need lists" for equipment purchases as funds become available.

d. TSC staff will produce and make available fact sheets for pertinent pedagogical tasks (e.g. constructing syllabi, et al.)

Evaluation and Assessment
Successful completion of this objective will be noted in terms of the amount and quality and availability of materials collected. High use of these materials will also be an indicator of success with Objective 2 (see Objective 13).

Objective 3. To communicate to the university information about the faculty development program (newsletter about faculty development, regular insert in It's Happening).

Tasks
a. Develop consistent, set-off section to It's Happening At State, the weekly faculty newsletter, that will be devoted to faculty development activities.

b. Inform faculty across campus about the TSC and other faculty development activities. This will be accomplished through attendance at departmental meetings.

c. On a continuous basis, keep the administration informed: Faculty development co-resides with organizational development.

BEST COPY AVAILABLE

d. Develop a monthly calendar of NDSU Faculty Development Activities, to be distributed to all members of the campus community as well as the Tri-College.

Evaluation and Assessment
Successful completion of this objective will be noted in terms of determination of the frequency and amount of communication put into the hands of faculty as well as a comparison with last year (baseline) and subsequent years (after the introduction of the TSC).

Objective 4. To provide opportunities for training in issues of faculty development.

Tasks
a. Provide training to departments or groups of faculty members on salient teaching issues.

b. Provide a Faculty Development Day each Fall term.

c. Provide a new faculty, graduate assistant teacher training workshop. 1992 example follows:

Format: 1.5 days in August, 1992 and 1 day in January, 1993; 17.5 contact hours

Clients: All new faculty coming to the university (with or without previous experience — this sort of requirement would affirm in the minds of all that we are committed to teaching and to the improvement of teaching), all graduate assistants (the only exception might be true research assistants with absolutely no teaching requirements), and any teaching faculty interested.

Recruitment of participants will be through the Deans, their administrative assistants, Department Chairs, through publicity on campus and direct mail.

Curriculum: A discussion-presentation format with small-group interaction as well as didactic presentations. The Fall Semester session will include the following topics: lecturing, discussion, questioning, labs, objectives, media, assessment (outcomes) - testing, self-assessment, cheating, plagiarism

Between the August meeting and the January meeting, there will be gatherings of participants in smaller focus groups. These groups will

BEST COPY AVAILABLE

be charged with formative processing of the teaching experience, trouble shoot and provide support for all participants.

Throughout this project, relevant data will be collected related to the effectiveness of the effort, paying particular attention to markers of success, e.g. comparison groups, success in teaching, etc.

Evaluation and Assessment
Successful completion of this objective will be noted in terms of the attendance and usage of programs and seminars; evaluations of each event will occur using a form of "pre-test-post-test" techniques.

Objective 5. To assist in the promotion of the WIC (Writing Intensive Component) portion of classroom instruction.

Tasks
a. Use available communication outlets to focus on issues of writing across the curriculum.

b. To support and provide follow-up training for faculty who have completed the writing workshop for the faculty component of the Bush grant.

c. To provide a training environment similar to the Bush grant writing workshop to faculty who did not complete the training.

Evaluation and Assessment
Successful completion of this objective will be noted in terms of the amount of pertinent material developed, physical count of change in writing intensive components in classes, and a user evaluation of the created training environment.

Objective 6. To assist in the development and integration of culturally diverse teaching activities.

Tasks
a. To provide support for faculty who deal with diverse constituencies through a series of brown bag seminars on teaching classes of diverse students (racially, ethnically, age, etc.)

b. News releases and newsletter articles related to teaching diverse groups of students will be distributed.

Evaluation and Assessment
Successful completion of this objective will be noted in terms of count and amount of attendance, evaluation of program content by

participants, a survey concerning the visibility of articles and an assessment of the communication related to diversity.

Objective 7. To develop an understanding in faculty of the use of student and peer appraisal/assessment techniques for the improvement of instruction.

Tasks

a. Develop a university-wide student appraisal form that will be paired with suggestions for making student data useful for improved teaching effectiveness.

b. Provide frequent workshops on making student rating data useful for increased teaching effectiveness.

c. Develop strategies to help faculty translate student perceptions into revisions in instructional methodology.

Evaluation and Assessment

Successful completion of this objective will be determined by whether a form is ever developed (along with a testing of its psychometric properties), a count and assessment of participation in workshops, an evaluation of workshop content, and a survey of participants to see if instruction revisions occurred.

Objective 8. To generate an awareness of the role of the student in instruction, and to help faculty develop strategies to increase their use of student-centered learning.

Tasks

a. Through existing communication outlets, flood the campus with information about "discussion method" teaching.

b. Conduct several department or college-based seminars on "discussion method" teaching.

c. Through existing communication outlets, flood the campus with information about "peer role modeling" as a viable teaching strategy.

d. Conduct several department or college-based seminars on "peer role modeling" as a viable teaching strategy.

Evaluation and Assessment

Successful completion of this objective will be noted in terms of an

analysis of communication outlets used and their effectiveness, an evaluation of the seminars including a count and amount of participation, and using a random sample of classes to do a pre- and post-test with students to assess the presence, amount and effectiveness of student-centered learning.

Objective 9. To help faculty improve specific methods in teaching, e.g. test construction, modeling, grading, lecturing, syllabi development, and others.

Tasks

a. Provide consultation with faculty on an individual basis in specific components of teaching.

Evaluation and Assessment

Successful completion of this objective will be noted in satisfaction surveys of those who use the service.

Objective 10. To help faculty more effectively interact with students in a variety of settings, especially advising.

Tasks

a. Develop a functional advising handbook that contains technical information, but emphasizes the process of advising, i.e. the relationship between faculty and student.

b. To make available to faculty a referral network of appropriate individuals who will provide support for the faculty member in dealing with unique and/or troubling situations.

Evaluation and Assessment

Successful completion of this task will be noted in terms of the development of an advising handbook, the collection of data on advising effectiveness from students, and an evaluation of the referral service based on opinions from users.

Objective 11. To help faculty improve abilities in classroom management, including ethics, cheating, plagiarism, and other dimensions of classroom management.

Tasks

a. Conduct several department or college-based seminars on classroom management, including ethics of grading, handling cheating, plagiarism as well as other dimensions of classroom management.

Evaluation and Assessment

Successful completion of this objective will be noted in terms of a count and assessment of seminars by participants and leaders.

Objective 12. To promote in faculty high standards of professional ethics.

Tasks

a. Conduct several department or college-based seminars on professional ethics, including ethics of grading, the ethics of interpersonal relations with students, singling out students for unique attention, body language as well as other dimensions of professional ethics.

Evaluation and Assessment

Successful completion of this objective will be noted in terms of a count and assessment of seminars by participants and leaders.

Objective 13. To develop a data base for faculty involvement in faculty development activities.

Tasks

a. Using available and appropriate software, TSC staff will create a data base allowing tracking of all faculty development activities by all participants.

Evaluation and Assessment

Successful completion of this objective will be noted in terms of the creation and use of a functional, stable and highly efficient program.

Local campus conditions determine the ultimate degree of follow-through for each objective. NDSU has provided an excellent supportive environment for nurturing the Teaching Support Center and it is anticipated that future development of the Center will progress from this established pattern.

TIMELINE--IMPLEMENTATION

Development of objectives, tasks for completion of objectives, and methods of evaluation and assessment were followed by the establishment of a timeline for implementation of the program. It was determined that some objectives would be accomplished quickly, whereas others would span the three years of the grant period; therefore, the timeline was based on the tasks identified. The following list of tasks are performed each year of the project and form the ongoing nature of the Teaching Support Center.

a. 1.a. Develop an interview instrument, select a random sample of faculty for telephone interviews on faculty development needs, and 1.c. Use existing communication vehicles to solicit input on faculty development needs.

b. 2.d. TSC staff will produce and make available fact sheets for pertinent pedagogical tasks (e.g. constructing syllabi, et al.)

c. 3.b. Develop consistent, set-off section to It's Happening At State, that will be devoted to faculty development activities; 3.c. Inform faculty across campus about the TSC and other faculty development activities. This will be accomplished through attendance at departmental meetings; 3.d. On a continuous basis, keep the administration informed: Faculty development co-resides with organizational development.

d. 4.b. Provide a Faculty Development Day each Fall term, and 4.c. Provide a new faculty, graduate assistant teacher training workshop.

e. 5.a. Use available communication outlets to focus on issues of writing across the curriculum.

f. 6.b. News releases and newsletter articles related to teaching diverse groups of students will be distributed.

g. 8.a Through existing communication outlets, flood the campus with information about "discussion method" teaching, and 8.c. Through existing communication outlets, flood the campus with information about "peer role modeling" as a viable teaching strategy.

h. 9.a. Provide consultation with faculty on an individual basis in specific components of teaching.

i. 10.b. Make available to faculty a referral network of appropriate individuals who will provide support for the faculty member in dealing with unique and/or troubling situations.

j. 13.a. Using available and appropriate software, TSC staff will create a data base allowing tracking of all faculty development activities by all participants.

Several tasks have been assigned to specific years in the three-year grant period. Following is an itemization of tasks according to years of the project.

Year One/1992-1993:

1. Conduct a series of focus groups of small numbers of faculty (associated with Objective 1).

2. TSC staff will inventory available equipment and maintain "need lists" for equipment purchases as funds become available.

3. Develop consistent, set-off section to <u>It's Happening At State</u> that will be devoted to faculty development activities.

4. To support and provide follow-up training for faculty who have completed the writing workshop for faculty component of the Bush grant.

5. Conduct several department or college-based seminars on "discussion method" teaching.

Year Two/1993-1994:

1. Using available resources, TSC staff will seek out and purchase resource material and make these materials available to the faculty on a check-out basis. Secondly, TSC staff will provide bibliographic resources to faculty members on topics of interest.

2. Provide training to departments or groups of faculty members on salient teaching issues.

3. Develop a university-wide student appraisal form that will be paired with suggestions for making student data useful for improved teaching effectiveness.

4. Conduct several department or college-based seminars on "peer role modeling" as a viable teaching strategy.

5. Conduct several department or college-based seminars on classroom management, including ethics of grading, handling cheating, plagiarism as well as other dimensions of classroom management.

Year Three/1994-1995:

1. To provide a training environment similar to the Bush grant writing workshop to faculty who did not complete the training.

2. To provide support for faculty who deal with diverse constituencies through a series of brown bag seminars on teaching classes of diverse students (racially, ethnically, age, etc.)

3. Provide frequent workshops on making student rating data useful for increased teaching effectiveness, and secondly, Develop strategies to help faculty translate student perceptions into revisions in instructional methodology.

4. Develop a functional advising handbook that contains technical information, but emphasizes the process of advising, i.e. the relationship between faculty and student.

5. Conduct several department or college-based seminars on professional ethics, including ethics of grading, the ethics of interpersonal relations with students, singling out students for unique attention, body language as well as other dimensions of professional ethics.

SUMMARY OF ACTIVITIES

Year One/1992-1993:

Many things were accomplished during the first year of the Teaching Support Center. In August, the first one-day workshop was held for new faculty and teaching assistants. Plans were made for approximately 40 attendees, and over 60 people attended. Activities for the day centered on an orientation to the support services on campus and basic concerns of new teachers.

In September, a questionnaire was sent to all faculty and graduate teaching assistants to assess their views on faculty development at North Dakota State University — what it currently is and what it should be. The results of the survey assisted the staff in developing mini-sessions to be offered during the second semester and following year.

The mini-sessions were offered to all faculty and graduate teaching assistants. Individual "flyers" announced each event. Topics for the first series of sessions included:

- Classroom Discussion Methods
- Role Playing in the College Classroom
- Hypercard — What It Can Do for You!
- Syllabi Components
- PowerPoint — Making Your Presentations More Professional
- Using Questions in the College Classroom
- Classroom Computer Technology

In addition to these local sessions, the Teaching Support Center provided the opportunity for interested faculty and graduate teaching assistants to participate in the live teleconference, "Writing Across the Curriculum."

Each program sponsored by the Center was videotaped and made available on a check-out basis. This provided faculty with an alternative means to plan mini-sessions into their personal schedule.

Another activity of the Teaching Support Center included writing brief articles for It's Happening at State, a weekly campus publication. Announcements promoting the Center's mini-sessions were the primary focus of these newsletter pieces which served as one vehicle for contacting faculty. Mini-sessions were also publicized via individual flyers sent to each faculty member.

All activities of the Teaching Support Center during this first year were managed by the faculty co-directors as part of their contractual employment; there was no release time for this project. A graduate teaching assistant provided support services and the Center operated from "borrowed" space in the School of Education.

Year Two/1993-1994:

Year number two began as a continuation of the previous year. A pattern of mini-sessions for faculty development had been established and the next series was presented fall semester following the second annual Teacher Orientation Workshop. Sessions were presented approximately every two weeks on topics generated by suggestions from faculty. The year's agenda included the following mini-sessions:

- Time Management for Busy Professionals
- Concept Attainment as a Teaching Technique
- Campus Misconduct
- Creating a Syllabus
- Incorporating Multimedia
- Time Management: Helpful Hints
- Test Development
- Applying Classroom Assessment
- Increasing Student Attention, Retention, and Participation
- Student Quality Teams Through Project Management
- Instructional Needs of Students with Disabilities
- A Conversation About Cultural Diversity
- Fostering Teamwork Among Faculty
- Innovation Update at Valley City State University
- Advanced PowerPoint

Information of the various mini-sessions was again announced in the weekly campus publication, It's Happening at State. This year, however, the newsletter articles were expanded to include brief instructional pieces related to teaching and learning. Reviews of various resource materials acquired by the Center were also printed to spark interest and encourage faculty to use the new library.

News articles were always preceded in the faculty newsletter by the Teaching Support Center logo which was created to help establish an identification of the Center in the minds of the readers. Similarly, all flyers developed for Center activities also used the logo.

Resource materials were continually added to the Teaching Support Center's library which consists of books, periodicals, special reports, and instructional videotapes. A bibliography listing was updated regularly and made available to faculty at all times. Copies of the listing were sent to each department on campus.

A major accomplishment this year was the establishment of the Teaching Support Center in its own separate location. Office space now includes a conference table and chairs for small meetings as well as shelving for the library and desks for clerical work. Computer equipment and software

have been added so that the Center can truly function independently as its own unique entity.

This year has seen a growth in the number of requests for peer observation of teaching. Faculty from all units on campus have requested this service. Pre-conferences are held with the faculty member to establish the parameters of the observation. A classroom session is then observed followed by a post-conference analysis. Faculty who have used this process have asked for additional observations later in the semester or the next semester.

Video camcorders were also available to faculty members to record class sessions for self-analysis or departmental discussions. Many individuals have used this service repeatedly throughout the year. It has proven to be a useful vehicle to encourage peer evaluation.

Management of the Center's activities was, again, the responsibility of the two co-directors. This year, each director was given 25% release time for the project and a graduate teaching assistant provided support services.

CONCLUDING REMARKS

The Teaching Support Center, after two years, is contributing to improved teaching and learning at NDSU. Resource materials, mini-sessions, and newsletter articles have been important factors in this endeavor. More importantly, the Center's activities have provided a forum for faculty from across campus to share ideas and concerns with one another. Developing collegiality among diverse academic areas has been enriching for all participants and facilitates the University's plan to work toward common goals.

Fall semester, 1994, marks the third year of the Teaching Support Center. The initial plan developed in 1992 will continue to provide the basic framework for the Center; however, the needs and desires of the faculty will give the program its specific focus.

NOTES